

Jollies House Limited

Bishop Duppas Park, Walton Bridge Road, SHEPPERTON, Middlesex, TW17 8NR

Inspection date

Previous inspection date

30/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children have exciting learning experiences in the outdoor area, which supports their development well.
- Staff use children's assessment information to plan a wide variety of suitably challenging activities, which meet children's needs well.
- Children are secure and happy because they develop strong, warm relationships with staff.
- Staff keep children safe and have good knowledge of the procedures to follow should they be concerned about a child.

It is not yet outstanding because

- Opportunities for children to learn about features of their local environment are not extensive because children are not taken on walks or trips.
- Opportunities to consolidate children's mathematical learning are not maximised by, for example, providing displays of numbers, shapes and patterns.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed the interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector held a discussion with management and sampled a range of documentation.
- The inspector spoke with parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Jollies House Limited registered in 2013 and is owned and operated by joint proprietors who also work in and manage the nursery. It operates from a two storey self-contained building in Shepperton, in Surrey. There is access to an enclosed outdoor play area at the rear of building. The nursery is located near to local transport links, shops, schools and parks. The nursery is open from 8am to 6pm Monday to Friday throughout the year, except for bank holiday closures and a week at Christmas. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register and offers care for children aged between two and five years. There are seven staff on roll and all hold appropriate early years qualifications. Both proprietors hold early years degrees. Five staff hold National Vocational Qualifications in early years to level 3 and two staff hold National Vocational Qualifications to level 2. Two staff members are unqualified, one of whom is working towards an early years qualification. The nursery receives funding for free early education for children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities. There are 28 children in the early years age range on roll.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's understanding of features of the local environment by, for example, taking the children on walks around the local area.

- consolidate children's understanding of mathematical concepts by providing, for example, displays to support understanding of number, shape and pattern.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in this welcoming nursery. Staff listen carefully to children's ideas and observe their interests to plan a wide range of engaging activities. Planning reflects areas of learning and is based on children's skills so that children are suitably challenged, which results in their individual needs being met effectively. Staff cater for children's different learning styles by allowing children to move freely between indoor and outdoor activities. Children create their own play and staff organise some structured

activities, which provides a balance in approach to children's learning.

Children learn how to take care of others as they engage in pretend play using dolls. Staff extend their learning by encouraging children to dress the dolls themselves and by asking questions about why we need to wear clothes. Children use good small muscle movement to knead and manipulate play dough. Staff teach children new vocabulary to describe the texture and shape of the play dough. Staff use everyday opportunities to teach children about size, number and shape. For example, as children build towers with wooden blocks, staff ask children to work out whether their towers are taller or shorter than they are. Children count the number of children present at group times and this provides good practice in counting skills. However, staff do not take every opportunity to support children's understanding of different mathematical concepts, for example, by providing displays where children can observe numbers, shapes and patterns.

Children have good understanding of technology because they operate simple programs on a computer independently. Children use some small world resources, such as railway sets, to reflect real experiences. However, children are not taken on trips or walks to observe real life situations in the locality and enrich learning. Staff follow children's lead when children decide to add glitter to the water tray and make up stories about boats without power. Staff question children effectively, which results in children using their problem solving skills to make boats work by adding 'fuel'. Children competently recognise their names on name cards when they arrive at the nursery and also at meal and group times. Some children are beginning to learn about letters and their associated sounds. They have a range of opportunities to practise their drawing and early writing skills using a variety of tools and materials, such as chalk, crayons, boards and paper. Overall, children learn valuable skills to help them move on to school successfully.

Children engage actively in a wide variety of challenging and stimulating outdoor activities. They practise their climbing skills across frames, balance carefully along planks and propel themselves forward on wheeled toys. Children cooperate well with each other and learn to take turns as they take on different roles in the mud kitchen. They prepare mud meals together and staff encourage children's language development by asking children questions about their play. Children delight in the pet chickens in the garden. With adult support, they take care of the chickens in their pens. Staff take the children to collect fresh eggs laid by the chickens each day. The eggs are taken home by the children and used to make meals and snacks. This helps the children's understanding of where food comes from. Children learn to recognise numbers when they play games with numbered plastic bottles and bean bags. They express themselves creatively by using paintbrushes and different coloured paints on paper. Staff encourage children to create their own models from resources that can be used flexibly, such as wooden planks and blocks. This supports children's imaginative development well.

Staff support children with special educational needs and/or disabilities effectively. They work well with community health professionals to devise individual education plans that meet children's needs well. Consequently, all children make good progress.

Staff keep good records on children's progress because they carry out regular, useful observations, which they evaluate to determine children's next steps for learning. Staff use

this information well to provide appropriately challenging activities that meet children's individual needs successfully. Progress checks for children aged between two and three years are carried out and written summaries are provided to parents. These help to identify any gaps in children's learning at an early age so that staff can secure appropriate support promptly.

Staff keep parents informed of their children's progress through daily conversations and through organised parent consultations. Parents share their observations of their children with staff, who use this information to support planning. Staff have introduced an electronic system of recording details of children's assessment to which parents have secure access. This supports information sharing further and parents are given good opportunities to contribute to children's learning.

The contribution of the early years provision to the well-being of children

Children settle well in this small, homely nursery. They have warm, secure relationships with staff, who take time to get to know children well. For example, staff find out about children's personalities and interests when children first start at the nursery. Staff use this information to make attractive photograph cards, which are shared with other children, and this helps children build friendships with each other.

Children make independent play choices because they are able to select from a broad variety of accessible and labelled resources. The nursery is well-organised and well-presented. Staff teach children to think about their own and the safety of others. For instance, as children ride around the outdoor area, staff ask children what would happen if they rode very quickly in areas where children are playing. This helps children to think about their actions. Children behave in safe ways by walking, rather than running, indoors and by tidying resources from the floor to avoid accidents. Children have good awareness of why they need to wash their hands at appropriate times and say 'to make the germs go away'. They wash their hands independently, which demonstrates that children develop good self-care skills.

Children learn good eating habits because staff provide balanced meals and snacks that are freshly prepared on the premises. Staff cater for special dietary needs. Children show good independence skills as they pour their own drinks and handle cutlery well to feed themselves. They benefit from daily fresh air and develop a wide range of physical skills on a variety of equipment in the well-organised outdoor area. For example, children practise their climbing skills across frames, balance carefully along planks and propel themselves forward on wheeled toys.

Staff manage children's behaviour well. For example, they use praise to motivate children to behave in positive ways. Staff have good understanding of children's developmental stages and use this knowledge to apply appropriate and effective behaviour management strategies. For instance, they use distraction techniques for younger children and sand timers to help older children to learn to take turns. Staff have good links with local schools. Arrangements are in place for teachers to visit the nursery to get to know

children so that they can help children to settle when they move to school.

Staff teach children about different people, and cultures that are different to theirs, by talking about and celebrating special events such as Chinese New Year. Children play with a range of multicultural resources, including books and dolls, to support their awareness of a diverse society.

The effectiveness of the leadership and management of the early years provision

Children are protected well by staff. This is because staff have good knowledge of safeguarding issues and are aware of procedures to follow should they be concerned about a child. Staff assess the premises for risks each day and carry out risk assessments on resources and outings. This supports children's safety further. Management carries out thorough checks on staff. This helps to ascertain staff's suitability for roles and helps to protect children.

Management provides staff with good levels of support through supervision, where any issues of underperformance are identified and addressed. Management carry out regular staff appraisals to identify training needs and offer courses to enhance staff skills. Monitoring of the nursery and staff practice is effective. Management work directly in the group room to observe staff practice. They review learning journals and planning regularly to ensure that high standards of quality are maintained. This helps managers and staff to identify gaps in learning so that they can seek out appropriate support. Staff moderate each other's observations and this helps them to ensure they maintain accurate records of children's progress.

Staff have effective links with others involved in children's care and learning. Arrangements are in place for teachers from local schools to visit the nursery to support children who are due to start school. Staff develop effective links with community health professionals so that they can seek advice and information related to supporting children with special educational needs and/or disabilities. Staff work well with parents. They find out parents' views about the nursery and incorporate their ideas, where possible. For instance, parents suggested additions to the nursery menu and these were included. Staff keep parents up to date on their children's progress and provide opportunities for them to contribute to the children's learning.

Management reflects on the provision well and has identified goals for development. For instance, there are plans to extend further the range of activities provided under the sheltered area of the garden, to maximise children's learning. The nursery operates well and has good ability to maintain high standards in the future.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY458740
Local authority	Surrey
Inspection number	911857
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	27
Name of provider	Jollies House Limited
Date of previous inspection	not applicable
Telephone number	01932267700

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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